


Appendix A: Title III - Enrollment Status Descriptors ELL Participation in District-Wide Assessments Systems					EXITED <i>There is NO need for additional second language support.</i> <i>Satisfies the District's exit criteria and has been exited from the transitional stage. The student is NO longer classified as an ELL at the LEA.</i>
	CURRENT ELL STUDENTS			TRANSITIONED ELLs	
	<i>Identification/Placement or Growth measure</i>			<i>Up to 2 years</i>	
Student's language Descriptors	Pre-production/Early Production/ Speech Emergence	Intermediate Fluency		<i>Scores proficient on an English language proficiency test</i>	
English Language Fluency Levels	Scores non-English proficient (NEP) on ANY part of the assessment	Scores limited English proficient on ALL parts of the assessment or a COMBINATION of limited and proficient		English Fluency Levels: <i>Proficient in the 4 domains (reading, writing, listening, speaking)</i>	
English Language Proficiency Testing	Scores non-English proficient (NEP) on ANY part of the assessment	Scores limited English proficient on ALL parts of the assessment or a COMBINATION of limited and proficient		No English language proficiency testing. LEA monitors the student's work for up to 2 years	
Instructional Services	Receive/Participate in: <ul style="list-style-type: none"> Newcomer/Orientation Two-Way Bilingual Education, Dual Language Instruction, Bilingual Immersion, or Developmental Bilingual Education (DBE) Transitional Bilingual Education (TBE) Foreign Language Immersion Direct ESL Services (ESL pull-out, ESL class period, or ESL resource center) <i>Special Alternative Instructional Program (SAIP) (Also known as Structured Immersion, Immersion Strategy, Sheltered English Instruction, Specially Designed Alternative Instruction in English (SDAIE), or Content-Based Programs)</i> <i>Inclusion Model/Push-in</i> <i>Content area support</i> Tutor/Native language support Mainstream classroom instruction (to the extent practicable) 	Receive/Participate in: <ul style="list-style-type: none"> Some ESL support Flexible scheduling and instruction In-class support Tutoring Etc. 		Receive/Participate in: <ul style="list-style-type: none"> Full participation in district classes- same guidelines as general education students Flexibility for re-entry Differentiated instruction as needed 	
General Achievement Levels	Performance in content areas may be below grade level	Performance in content areas may be near to or at grade level.		Performance in content areas is at grade level.	Performance in content areas is AT grade level.
 Accommodations in assessment and delivery of instruction				ACCOMMODATIONS decisions are made on an individual basis. If no accommodations are needed, include in the assessments as general education students.	Participates in the District-wide assessments WITHOUT accommodations

